

**THE INFLUENCE OF WORD CLUSTER STRATEGY TOWARDS STUDENTS'
VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE
EIGHTH GRADE OF SMPN 19 BANDAR LAMPUNG
IN ACADEMIC YEAR OF
2019/2020**



(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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2020**

ABSTRACT

THE INFLUENCE OF WORD CLUSTER STRATEGY TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 19 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

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The objective of this research was finding out whether or not there was significant influence of word cluster strategy towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 19 Bandar Lampung in academic year 2019/2020. Vocabulary is the major of English. It is the main knowledge of being able to speak or write in English. Vocabulary is important to be mastered, without it we cannot communicate to each others. Word cluster is one of effective strategy which can be applied in teaching and learning vocabulary. It is an appropriate strategy to be taught in Junior High School level to make their vocabulary knowledge better than before.

There were two variables in this research, the independent variable was the word cluster strategy (X) and dependent variable was the students' vocabulary mastery (Y). The research methodology in this research was Quasi experimental design with experimental and control class. The population of this research was the eighth grade of SMPN 19 Bandar Lampung. In determining the sample of research, the researcher used cluster random sampling technique. The samples of research were 2 classes VIII A consisted of 30 students while in VIII F consisted of 27 students. In collecting the data, there were pre-test and post-test instrument. After giving the post-test, the researcher analyzed the data of research.

From the result, it was obtained that T_{observed} was higher than T_{critical} ($4.98 > 1.67$). Therefore, there was significant influence of word cluster strategy towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 19 Bandar Lampung in academic year 2019/2020.

Keywords: *Word Cluster Strategy, Quasi-Experimental Research, Vocabulary Mastery.*

DECLARATION

I hereby declare that this thesis entitled, “The Influence of Word Cluster Strategy towards Students’ Vocabulary Mastery at the Second Semester of the Eighth Grade of SMPN 19 Bandarlampung in Academic Year of 2019/2020” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, February 2020

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AT THE SECOND SEMESTER OF THE EIGHTH
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DEDICATION

1. Allah SWT who always loves and keeps me everywhere and everytime
2. My Greatest heroes in my life, My beloved Parents Mr. Suris Mantoro and Mrs. Lili Hartini, who always pray to me, give the support and motivation to me.
3. My beloved brother, Arpiki Yanto , my young sister, Charbela Okta Ramadhani . Thanks for all your spirit.
4. My beloved friends thanks for your support and help in finishing this paper.
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MOTTO

وَيُكَلِّمُ النَّاسَ فِي الْمَهْدِ وَكَهْلًا وَمِنَ الصَّالِحِينَ

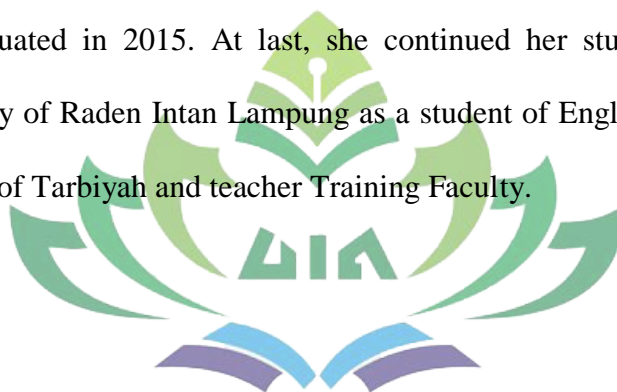
“He will speak to the people in the cradle and when they will grow old, they become righteous” .¹ (Ali Imran: 46)



¹Abdullah Yusuf Ali, *The Holy Qur'an Arabic text with english translation* , New Johar Offset Printers, India, 2006, p.57

CURRICULUM VITAE

The researcher's name is Vera Hartati. Her nickname is Vera. She was born in Bandarlampung, October 14th, 1997. She is the second child of Mr. Suris Mantoro and Mrs. Lili Hartini. She began her study at SDN 2 Tanjung Senang, Bandarlampung and graduated in 2009. After that, she continued her study at SMPN 20 Bandarlampung and graduated in 2012. Then, she finished from junior high school, continued her study at SMAN 13 Bandarlampung and graduated in 2015. At last, she continued her study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.



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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, February 2020

Vera Hartati

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CHAPTER I INTRODUCTION

A. Background of Problem

In learning a language, especially English, it is important to know the sub-skills of English and master it well. There are micro skills and macro skills. There are four macro skills in learning English, i.e. listening, speaking, reading and writing. All of those macro skills are integrated each other. Naturally, when people learn a language, they learn first from listening. After listening, they will be able to speak. Then, they learn how to read it so the last they will be able to write. This is a natural process how people learn a language.

Before students learning skill in English, they have to learn vocabulary. Vocabulary is the basic component of language. Before we learn the other skills; listening, speaking, reading, and writing, we should master the vocabulary because it is important when learning English. Vocabulary means a group of words, which have been mastered by the students after the process of teaching and learning and mastery is great knowledge about or understanding of a particular thing.

It supported by Cameron that vocabulary is central to the learning of a foreign language at primary level.² It means that vocabulary is the central in learning language as foreign language, without mastering vocabulary well, the students will hard to produce sentence through oral or written

²Cameron Lynn, *Teaching Language to Young Learners*, (Cambridge: University Press), 2001, p.72.

form. In other words by mastering vocabulary, students are able to produce the sentences. Vocabulary is central to English language teaching because without sufficient vocabulary, student cannot understand others or express their own ideas.

Vocabulary is one of the important aspects in learning language, especially English. In real life, people cannot avoid the activity of vocabulary. Vocabulary can be found from many things in the daily life, for example in some texts: announcement, greeting card, functional text, etc. Therefore, vocabulary is needed and important to be learned by the students.

In teaching vocabulary, the teacher have to ask students to practice their vocabulary skill, in order to make them fluent. It is very important for students to build up of words. The important of learning vocabulary is demonstated daily in and out the school. In classroom, the achieving students process the most sufficient vocabulary. When students enrich their vocabularies, they will be easier write or tell something that comes from their mind.

According to Nation that teaching vocabulary is one of the least efficient ways of developing learners vocabulary knowledge.³ It means that teaching vocabulary is about developing or increasing learners' knowledge about words in English. But in teaching vocabulary there may some problems both teacher and student. If the teacher cannot solve

³Paul Nation, *Teaching Vocabulary*, Asian EFL Journal, Retrieved on November, 4, 2019 at 8:05pm from http://sept_05_pn.pdf.p.1.

the problems in teaching, then the teaching and learning process would be hard to run.

The main problem with vocabulary teaching is that only a few word and a small part of what is required to know a word can be dealt with at any one time. The positif effect of vocabulary teaching are that it can provide help when learners feel it is most needed. The first decision to make when teaching a word is to decide whether the word is worth spending time on or not.⁴ It means that the first thing that teacher should do is think whether the words have low or high frequency. Frequency means the uses of word itself.

Based on preliminary research at SMPN 19 Bandar lampung on November 1th 2019, the researcher found that the students have difficulties in mastering vocabulary. Based on the interview with English teacher in this school, the researcher got the result that many students were lazy to open dictionary, they have little interest to learn vocabulary, they were lazy to find meaning of new vocabulary, and they were lazy to explore new word. It makes the teacher harder in teaching. The teacher said that the hardest material in vocabulary which difficult to learn by the students was adjective. The students often confuse wh at the adjective words are and they often make mistake in using adjectives. The researcher also asked about the strategy in teaching vocabulary in classroom. The teacher said she uses scentific learning in the process of teaching and learning, but the

⁴*Ibid.*p.2.

students cannot collaborative in learning. They will just interest if the teacher teach them through interesting media.

The result of interview relates to the students' vocabulary score. Their achievement in vocabulary were still low, which means many students got the score under the minimum mastery criteria. Below the percentage of vocabulary score at SMPN 19 Bandar Lampung, especially at the eighth grade:

Table 1
The Percentage of Vocabulary Score at the Eighth Grade of SMPN 19
Bandar Lampung at the Second Semester in Academic Year
2019/2020

NO	Class	KKM		Number of Students
		> 75	≤ 75	
1	VIII A	7	24	31
2	VIII F	8	22	30
Total		15	46	61
Percentage		24.6%	75.4%	100%

Source: The Score Data from English Teacher of SMPN 19 Bandar Lampung

Based on the table 1 above, it can be seen that the students have lack of vocabulary. In 8A and 8F there were 46 students (75.4%) who got score under minimum mastery criteria, and there were 15 students (24.6%) who have passed the minimum mastery criteria. It indicates that most of students still face difficulties in mastering vocabulary, including explore new word or even remember the meaning of word they have learned.

Besides interview with English teacher, the researcher gave questionnaire to the students, in order to know their interest and opinion about learning vocabulary. The questionnaire consisted of some questions which measure their interest. The result of questionnaire showed that in 8A

and 8f with 31 students and 30 students. In this case, most of students assumed that vocabulary is important but they got difficulties in learning it. Many students said that they had never practicing their vocabulary skill in real communication both oral and written form.

Due to these problems, the researcher wants to conduct a research which focuses on students' vocabulary mastery. To master vocabulary, the students need to be taught by using a strategy. In teaching-learning area, there are so many strategies which can be used in teaching writing. Word Cluster is one of them. MacDonald & MacDonald state that Word Cluster Strategy is a type of free associated listing. It begins with core-word, a word that acts as a mental stimulus to make the writer come up with related terms that branch out from the center term.⁵ It means that word cluster is such a group-words which provides core-word. The writer will see the list of words which comes with core-word. Core word is such a keyword, for example word lion: it may come up with words wild, big, brave, jungle, etc which describe the lion itself.

Williamson suggests that vocabulary instruction should focus on complexes or a conceptual organization or words. The Word Cluster strategy is a content-oriented instructional which relies on the vocabulary resources of a group of learners. Classification and association as a means

⁵Andrew MacDonald & Gina MacDonald, *Mastering Writing Essential*, (New Jersey: Practice Hall Regents), 1996,p.34.

of retention are integral parts of the Word Cluster strategy.⁶ It means that Word Cluster strategy is appropriate in teaching and learning vocabulary, because in learning vocabulary the students should follow the instruction which focus on the conceptual of words.

There are some previous studies about the use of Word Cluster in teaching and learning English. The first previous study was conducted by Cempakawati entitled *The Effectiveness of Word Cluster Startegy in Learning Poetry at the Eighth Grade of SMPN 2 Kebumen in 2013*.⁷ The type of this study was experimental pretest – posttest control group design. This previous study was significant which means that the word cluster is effective in learning poetry at the eighth grade of SMPN 2 Kebumen.

The differences between the first previous study to this research is about the design of research. The previous study was used pretest – posttest control group design with one class while this research will use quasi experimental design with two classes (experimental and control class). Then, the differences is about the object of research. In first study, she used Word Cluster in teaching-learning poetry while in this research, the researcher will use Word Cluster strategy in teaching-learning vocabulary.

⁶Leon Williamson, *Templates for Vocabulary, Paper Presented at the Ninth Meeting of the Western College Reading Association*, Tucson, AZ (ERIC Document #ED 123 589). Retrieved on November 10, 2019 at 9:17am from https://word_cluster_strategy.pdf.

⁷Avita Cempakawati, *The Effectiveness of Word Cluster Startegy in Learning Poetry at the Eighth Grade of SMPN 2 Kebumen in 2013*, Retrieved on November, 10 2019 at 8:31pm from <https://avitacempakasari09201244074.pdf>.

The second previous study conducted by Hapsari entitled Implementing Clustering technique in Teaching Vocabulary at SMAN 1 Natar in 2015.⁸ The objectives of the research are to determine whether there is significant increase on students' vocabulary achievement, to investigate the most interesting topic and the problems faced by the students.

This previous study has differences to the research in this paper. This study aimed used classroom action research type in order to improve the students' vocabulary mastery by using clustering technique. Meanwhile, this research aimed at finding influence of word cluster and used quasi experimental research design.

The third previous study about word cluster or known as clustering conducted by Afrilia Suheni entitled The Use of Clustering to Improve Students' Ability in Writing Analytical Exposition for Senior High School.⁹

The differences between the study and this research; the study aimed to investigate the use of word cluster, while this research aims to find whether or not there is an influence of word cluster. Another difference is the object of research. The study focused on writing

⁸Korry YulidhaHapsari, *Implementing Clustering Technique in Teaching Vocabulary at SMAN 1 Natar in 2015*, Retrieved on November, 10 2019 at 8:28pm from <https://194477-EN-none.pdf>

⁹Afrilia Suheni, *The Use of Clustering to Improve Students' Ability in Writing Analytical Exposition for Senior High School*, Retrieved on November, 10 2019 at 8:55pm from <https://10511.pdf>.

analytical text ability, but this research focuses on vocabulary skill. Both of them uses word cluster in their research.

From the previous studies above, it can be concluded that there are some studies related to the Word Cluster startegy or known as clustering. The first study was about teaching learning poetry, the second study was about teaching learning vocabulary, and the last study was about teaching learning writing in higher grade. The first and second study was conducted for junior high school while the third was conducted for senior high school level. These studies can be used as reference for the researcher who wants to conduct the further research. By looking at the result of previous studies, it encourages researchers to conduct the research and believe that word cluster will also effective as previous studies.

There were some previous studies about the use of word cluster, but this research did not monotonous in teaching learning vocabulary by using word cluster. The researcher explained to the students about how to collect much words from the lists, then organize the words into cluster. So, there was novelty of this research. It was about how to collect the words and select which one were the appropriate words. It has differences to the previous studies, because the previous researchers only give topic, then ask students to relate the words based on topic which means make it specifically. They did not ask students to organize words into cluster as the researcher want to do in this research. It is important to teach students how

to collect the words, they will know much words and it automatically enrich their vocabularies.

Based on the background of problem above, the researcher did a research entitled “The Influence of Word Cluster Strategy Towards Students’ Vocabulary Mastery at the Second Semester of the Eighth Grade of SMPN 19 Bandarlampung in Academic Year of 2019/2020”.

B. Identification of Problem

The researcher identified the problems of this research as follows:

1. Many students are lazy to open dictionary, they have little interest to learn vocabulary.
2. The students are lazy to find meaning of new vocabulary, and they are lazy to explore new word. It makes the teacher harder in teaching.
3. The students have difficulties in learning and recognizing the adjective.
4. The students often confuse what the adjective words are and they often make mistake in using adjectives.

C. Limitation of Problem

In this research, the researcher focused the research on the influence of word cluster towards students’ vocabulary mastery, especially in learning adjective, because the students did not know much the adjective words.

D. Formulation of Problem

Based on the identification and the limitation of the problems, the researcher formulated the problem: Is there any influence of Word Cluster strategy towards students' vocabulary mastery at the Second Semester of the Eighth Grade of SMPN 19 Bandarlampung in Academic Year of 2019/2020?

E. Objectives of Research

The objectives of this research was to find out whether there was an influence of Word Cluster strategy towards students' vocabulary mastery at the Second Semester of the Eighth Grade of SMPN 19 Bandarlampung in Academic Year of 2019/2020.

F. Significances of Research

The significances of the research were as follows:

1. Practically

This research can be used as an information that there is a good strategy for teacher and students in teaching and learning vocabulary namely word cluster strategy. Word cluster startegy can be used and easy to be taught, especially for the beginner in junior high school.

2. Theoretically

This research can be used as a source in finding theory about strategy in teaching learning vocabulary. The result of research also can be used as an information for further research who wants to conduct the

research by using word cluster strategy in teaching vocabulary. It can be taught in many aspects of English as long as there is relating theory about it.

G. Scope of Research

1. Subject of Research

The subject of this research was the students at the eighth grade at SMPN 19 Bandarlampung.

2. Objects of Research

The objects of the research was the students' vocabulary mastery, especially in learning *adjective*.

3. Place of Research

This research was conducted at SMPN 19 Bandar Lampung. It is located at Jl. Turi Raya No.1, Labuhan Dalam, Tj. Senang, Bandar Lampung 35141.

4. Time of Research

The research was conducted at second semester in academic year of 2019/2020.

CHAPTER II

LITERATURE REVIEW

A. Frame of Theory

1. Vocabulary

a. Definition of Vocabulary

In learning English, learners need to know the basic of language. They should enrich their basic of language in order to make them easier to communicate both oral or in written form. The basic of language known as vocabulary. According to Anderson & Nagy that vocabulary can be defined generally as knowledge of words or knowing a word meaning.¹⁰ It means that vocabulary is the study of words including knowing the meaning of word itself.

Vocabulary does deal with words. Yet vocabulary is much more than just single words, it can be consists of phrase of two words. It supported by Barcroft *et al* that vocabulary refers to all the words in a language, the entire vocabulary of a language.¹¹ It means that vocabulary refers to all words, it can be constructed by two words or more. So, vocabulary is not always about single word and its meaning, but it can be more words such as “*good morning*”. This is also kind of vocabulary with two words. The function is still the same, about knowing the meaning of words.

¹⁰Richard C Anderson & William E Nagy, *The Vocabulary Conundrum*, (Urbana: Children's Research Center), 2007, p.5

¹¹Barcroft et al, *Vocabulary and Its Importance in Language Learning*, Retrieved on November 8, 2019 from Journal of ELTD Vocabulary Available at [https://bk_eltd_vocabulary/pdf.2011, p.571](https://bk_eltd_vocabulary/pdf.2011,p.571).

Flanigan states that vocabulary consists of more than just simply knowing a lot of words; it is the ability to grasp the “just right” word to communicate precisely what you want to say or write.¹² Based on this statement, it is clear that vocabulary is not about learning and knowing words but also how to communicate it in oral or written.

From the theories above, the researcher concludes that vocabulary as the concept of a word can be defined in various ways, but there significant aspects teachers need to be aware of and focus on are form, meaning, and use. Therefore, vocabulary is not only knowing a word and its meaning but can use it in real communication.

b. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:

1. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:¹³

1. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance

¹²Kevin Flanigan, *Building a Better Vocabulary*, (Pennsylvania: The Great Courses), 2015, p.1.

¹³Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998), p.18.

is being used. For example: the house is at the **foot** of the mountain.

2. Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

3. Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

4. Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

5. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2. Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (*"Don't move or you're dead," she hissed*). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He's real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrases such as *"raining cats and dogs, my house is castle, etc"*.

3. Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in-) such as *imperfect and perfect, inappropriate and appropriate*, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelled and how they sound. For example, there is a clear relationship between the words *death* and *dead, dying and die*, etc.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a

distinction between *countable* and *countable noun*. The former can be both singular and plural. We can say *one chair* or *two chairs*, etc.¹⁴

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word formation, and word grammar. In this research the researcher focused on the word meaning, and word use because the purpose of learning vocabulary by using word cluster was to recognize the meaning of words and to know the function of each word that have been learned.. Therefore, the focus of this research were on word meaning and word use. In other words, this research was not discuss about how the form of words or the grammatical words.

c. Types of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different word classes:

1. Verb is a word which can be used with a subject to form the basis of a clause. In clauses, verb often consist of an auxiliary verb + infinitive or participle. Example: will go. Most verbs refer to actions, events or states.
2. Nouns are most often the name of people or things. Personal names (e.g. *George*) and place names (e.g. *Birmingham*) are called proper nouns; they are usually used without articles.

¹⁴*Ibid*, p.18-20.

3. Adjectives are used when we describe people, things, events, etc.
Adjectives are used in connection with nouns and pronouns. Example:
grape, apple, lemon.
4. Adverbs; a word like tomorrow, once, badly which is used to say.
Example: when, where, or how something happens.
5. A pronoun is a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (*like the cat, peter's self, the family's*). the word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out.
Example: I will take these.
6. Prepositions are words like *on, off, of, into*, normally followed by noun or pronoun.
7. Conjunction is a word like and, but although, because, when, if which, can be used to join clauses together. Example: *I rang because I was worried.*
8. The determiner is one of a group of words that begin noun phrases.
Determiner includes *a/an, the, my, this, each, either, several, more, both, all.*¹⁵

In conclusion, word classes are divided into eight kinds, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher will focus on learning adjective. The reason the researcher focuses on adjective is because the students have difficulties

¹⁵Scott Thornbury, *How to Teach Vocabulary*, (London: Longman), 2002, p.3.

in learning vocabulary, especially in learning adjective as their teacher said that the students found it hard to differentiate between the use of adjective words and another words. And also this material appropriate to the syllabus at the eighth grade of second semester.

d. Types of Adjective

There are four types of adjectives namely descriptive adjective, adjective clause, adjective phrase, and limiting adjective. They can be described as follows:

1. Descriptive adjective

Descriptive adjective is an adjective that describes a noun or pronoun.

It describes places, people, and things related to their color, size, shape, and the like. They add meaning to the noun or pronoun that they modify and come right before it. Example: (1) Alex is a nice person. The undelined words describe that Alex is a nice person. (2) give me that red big grammar book. The underlined words describe a grammar book that the colour is red and the size is big.

2. Adjective clause

Adjective clause is including in independent clause that consists of three; noun clause, adverb clause and adjective clause. An adjective clause is known as relative clause, because it function is to give new information that related to noun or subject of sentence. Example: the girl who was angry snapped her friend with the rubber. The underlined

words explain the subject of sentence “the girl” that was angry to her friend and then she snapped her friend with the rubber.

3. Adjective phrase

Most of people know what an adjective is, but when it comes to describing an adjective phrase, it is easy to get confused. An adjective phrase, or an adjectival phrase, is more than a group of words with an adjective in it. It is actually a group of words that describe a noun or pronoun in a sentence, thus functioning as an adjective. Example: (1) *the beautiful house sits atop the hill*, (2) *the house that is so beautiful sits atop the hill*. These two sentences mean the same thing. However, the former has an adjective, while the latter has an adjectival phrase. Some adjective phrases modify nouns or noun phrases. Example: (1) the very small kitten jumped at the big dog, (2) the cost of the car was way too high, etc.

4. Limiting adjective

A limiting adjective defines the noun rather than describes it. In other words, limiting adjectives restrict nouns rather than describing them. They can point out a specific object (the cat, this house, my car, etc) or set a numerical limit to it (two dogs, the third book, etc). Limiting adjective is one of a small group of adjectives that modify the nouns to which they are applied by restricting rather than describing or qualifying. Example: (1) four women were talking in the street. The word “four” is a limiting adjective as it limits the noun “women” to

definite numbers. Another example is: the tiny kitten chased two mice into the barn.¹⁶

e. Characteristic of Vocabulary

All language have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops. Even in our first language we are continually learning new words, and learning new meanings for old words.

According to Vgotsky below the characteristic of words:

1. Words have different finctions, some carrying mainly grammatical meaning, while others bear a greater informational load.
2. The same word can have a variety of forms.
3. Words can be added to, or combined, to form new words.
4. Words can group together to form units that behave as if they were single words.
5. Many words commonly co-occur with other words.
6. Words may look and/or sound the same but have quite different meanings.
7. One word may have a variety of overlapping meanings.

¹⁶ Dixon and Alexandra Y, *Adjective Classes*, (Oxford: Oxford University Press, 2002),p.30-35

8. Different words may share similar meanings, or may have opposite meanings.
9. Words can have the same or similar meanings but be used in different situation or for different effects.¹⁷

It can be concluded that there are many characteristics of words (vocabulary). It may have the similar meaning but used in different situation, have variety of overlapping meanings, and can be added to, or combined, to form new words.

2. Vocabulary Mastery

Learners need to master vocabulary, so that they will not hard to comprehend any kind of text when they are reading, making writing composition, or just want to talk to somebody. It is a must for learners to learn and recognize vocabulary, because it is the foundation in English language learning.

Richards states vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.¹⁸ It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.¹⁹ It is clear that without vocabulary nothing can be written or nothing can be said. If learners have lack of grammar, they still can

¹⁷Vgotsky, *How to Teach Vocabulary: A Word is A Microcosm of Human Consciousness*, (Cambridge: University Press), 1978,p.4.

¹⁸Jack C. Richards, *Curriculum development in language teaching* (New York: Cambridge university press,2001),p.4.

¹⁹Scott Thornbury, *Op Cit*, p.144-160.

communicate as long as speaker and listener understand each other, but if they have no vocabulary knowledge, they cannot communicate at all.

Vocabulary should be mastered in language learning especially in teaching and learning English as a Foreign Language, vocabulary can be presenting or explaining in all kinds activities. According to Kridalaksana vocabulary represents: (1) language component claiming all information about the meaning and word usage(2) vocabulary mastery of the speaker or writer of a language.²⁰It means that in teaching and learning English vocabulary is one of the most important things to mastered by students.

From the theories above, the researcher concludes that vocabulary is the foundation of sentence, without it we cannot communicate well. There will be misunderstanding between speaker and listener, or even what being said cannot be understood. Due to the importance of learning vocabulary, the students should enrich their vocabulary knowledge, including meaning and how to use it in real communication.

3. Teaching and Learning Vocabulary

Teaching is about deliver the material to the students, then students will receive the material called learning. In these process, both teacher and students should collaborate each other in order to gain the goal of learning. As Lewis states that in teaching-learning vocabulary it is about how to build your vocabulary, increase your self-assurance in speaking and

²⁰Harimurti Kridalaksana, *Kamus Linguistik* (Jakarta: PT. Gramedia Pustaka,2008), p.142.

writing, and give you a better understanding of the world and of yourself.²¹

It means that the process of teaching and learning vocabulary must be consisted of some purposes, those aims including how to increase vocabulary, decrease boredom in learning, and make better understanding through the words.

By learning vocabulary, students will also sharpen and enrich their thinking; push back their intellectual horizons; build self-assurance; improve facility in handling the English language and the ability to express thoughts effectively; and acquire a deeper understanding of the world in general and of themselves in particular.

Increasing vocabulary does not mean learning the definitions of large number of obscure words; it does not mean memorizing scores of unrelated terms. But also to figure out, and to understand.²² It means that increasing or learning vocabulary does not mean knowing the words as many as possible, but also recognize the meaning and understand it in real communication.

Nation added that teaching vocabulary is one of the least efficient ways of developing learners vocabulary knowledge. But the main problem in teaching vocabulary is that only a few words and a small part of what is required to know a word can be dealt with at any one time. Teaching can be effectively deal with only a small amount of information about a word

²¹Norman Lewis, *The Most Effective Vocabulary Builder in the English Language: Word Power Made Easy*, (New York: Pocket Books Printing), 1979. p.19.

²²*Ibid.*

at a time. The more complex information is, the more likely the learners are to misinterpret it.²³

It means that part of effective vocabulary teaching involves working out what needs to be taught about a word. This is called the learning burden or a word and differs from word to word according to the ways in which the word relates to the first language knowledge and already existing knowledge of the second language and or other known language.

There are some ways that teacher can do of quickly giving attention to words as follows:

- 1) Quickly give the meaning by using translation, synonym or a simple definition, showing an object or picture, giving demonstration, and giving several examples sentences with the word in context to show the meaning.
- 2) Draw attention to the form of the word by showing how the spelling of the word is like the spelling of known words, giving stress and pattern of the word, repeating the pronunciation, and writing the word on the board.
- 3) Draw attention to the use of word by quickly showing the grammatical pattern the word fits into (countable/uncountable,

²³Paul Nation, *Teaching Vocabulary*, (New Zealand: EFL Journal), Retrieved on November, 8 2019 at 9:38pm from https://sept_05_pn.pdf. 2001,p.1.

transitive/intransitive, etc), giving a few similar collocates, and giving a well known opposite.²⁴

From the explanation above, the researcher concludes that there are some ways that teacher can follow in teaching vocabulary. Through these ways, the teacher will be easier in teaching, and the students will enjoy in learning. If the classroom can cooperative well, then the process of teaching and learning vocabulary will be meaningful.

a. Principles of Teaching Learning Vocabulary

One reason to spend time and effort improving vocabulary is that words have the power to change how you see the world. Further, our ability to use vocabulary effectively is one of the primary means by which we communicate and connect with important people in our lives. Choosing just the right word adds precision and clarity to our speech and writing.

According to Nation below the simple principles of teaching vocabulary:

- 1) Keep the teaching simple and clear. Do not give complicated explanation.
- 2) Relate the present teaching to past knowledge by showing a pattern or analogies.
- 3) Use both oral and written presentation, write it on the board as well as explaining.
- 4) Give most attention to words that are already partly known.

²⁴*Ibid.*

- 5) Tell the learners if it is a high frequency word that is worth nothing for future attention.
- 6) Do not bring in other unknown or poorly known related words like near synonyms, opposite, or members of the same lexical set.²⁵

From this theory, the researcher concludes that teacher need to see learning any particular word as being a cumulative process where knowledge is build up over a series of varied meetings. The positif effect of teaching vocabulary are that it can provide help when learners feel it is most needed. This is particularly true for vocabulary teaching that occurs in the context of message-focused activities involving listening, speaking, reading, and writing., and where the teaching dels with items that learners see as being very relevant for the activity.

Words are tools we use to inform, advise, persuade, and reason. But to start expanding your vocabulary, you need a structured approach and that is called principles of learning vocabulary. Here are five principles principles of learning vocabulary for building and using a rich vocabulary:

1. Learning words is not an all-or-nothing affair, as through one moment, you have never heard of a word and then, immediately after looking it up in the dictionary, you become an expert user of that word. That would be like flipping a light switch from off to on. We first learn the

²⁵*Ibid.*

dictionary definition of a word, then gradually become comfortable with how it is used in various contexts as we try it out ourselves.

2. Most of us can rate our knowledge of a particular word on a scale of 1-4 using levels proposed. Below the steps of learner learn vocabulary:

- 1) I do not know the word, and I have never seen it before.
- 2) I have heard of the word before, but I am not sure what it means.
- 3) I know the word and can recognize and understand it while reading, but I probably would not feel comfortable using it in writing or speech.
- 4) I know the word well and can use it in writing and speaking.

3. As you learn new words, remember the dimmer-switch metaphor. Do not feel that you have to master new words immediately, as if your brain were an on/off switch. It may take some time and practice before you feel comfortable with a new word.
4. For each target word, we will learn a clear definition. Then, we will place each target word in the context of a sentence to get a feel for how it is actually used. After that, we will make connection to each word. The last we will explore the word such as the roots, patterns, and processes of word formation.

5. Word learning should be structured. And indeed, the best structure for learning new words is one that reflects the way that our brains naturally organize and store information.²⁶

From the principles of learning vocabulary above, the researcher concludes that in learning vocabulary there are some principles that should be followed. By following and seeing the principles of learning vocabulary, learners may have an idea about how to build or even improve their vocabulary knowledge and also can use it in daily lives.

4. Word Cluster

According to Manser in Susilowati Word cluster is a group of things close together or forms a close group.²⁷ It means that word cluster is a group of word which provides specific words or such a clue-word as the key.

It supported by Wiesendanger that word cluster is a strategy for vocabulary development which is based on interaction with the other learners as vocabulary resources.²⁸ It means that word cluster is a strategy in increasing vocabulary skill. This strategy provides interaction for one student to another. The students will be challenged to write or even explore their vocabulary knowledge based on the clue given.

²⁶Kevin Flanigan, *Op Cit*, p.3-7.

²⁷Eka Dwi Sosilowati, *Improving Students' Ability in Writing Descriptive Text Through Word Cluster at the Second Year Students of SMA Negeri 3 Metro*. Retrieved on October, 18 2019 from <http://www.digilib.unila.ac.id/16806/>. 2012.

²⁸Katherine D. Wiesendanger, *Strategies for Literacy Education*, (New Jersey: Merrill Prentice Hall), 2001.p.37.

Sosilowati mentions that Word Cluster involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. If association generates further associations, chains of associated words are produced. Furthermore word cluster is related to words or phrases. The learners start to write down the ideas and then the ideas are connected by using an arrow or line. It is used to overcome the difficulty in developing ideas. It is effective in reading activity and developing writing skill. It is also effective if the learners are rich in vocabulary.²⁹ It means that word cluster can be used in teaching learning writing but more effective in teaching learning vocabulary.

According to Higginson & Phelan that using Word Cluster in a classroom at any grade level can help decrease the frustration reflected in “I just can’t think of the right word to use!” or “I don’t know anything about this topic!”. Word cluster is particularly useful. Students enjoy the participation aspect of the strategy, as well as the opportunity to share and learn with others.³⁰ It means that word cluster is a useful strategy which can be used in a classroom. This strategy will make the students enjoy in learning, because the participation aspects of it.

Williamson suggests that vocabulary instruction should focus on complexes or a conceptual organization or words. The Word Cluster

²⁹Eka Dwi Sosilowati, *Op. Cit.*, p.18.

³⁰Bonnie Higginson & Peggy Phelan, *Word Cluster: A Strategy for Synonym Development*, *Reading Horizons: A Journal of Literacy and Language Arts*, 26 (3). Retrieved on November 10, 2019 at 9:04am from https://scholarworks.wmich.edu/reading_horizons/vol26/iss3/4.

strategy is a content-oriented instructional method which relies on the vocabulary resources of a group of learners. Classification and association as a means of retention are integral parts of the Word Cluster strategy.³¹ It means that Word Cluster strategy appropriate to be taught in teaching and enriching vocabulary, because it provides new words in the context of familiar words or with familiar synonym.

From the explanations above, the researcher concludes that word cluster can be taught in teaching vocabulary and writing. But more effective if it apply in teaching learning vocabulary. However, both of skills related to the procedure of word cluster, because in procedure of word cluster, there are group of words or such keywords. Then, those keywords can be develop into written form by clustering all of it. Then make some paragraph based on the keywords. In vocabulary, the students will write words based on the keyword given, it such as a word root in English.

a. Procedure of Teaching Vocabulary by Using Word Cluster Strategy

Below the procedure of teaching by using word cluster strategy:

1. Prior to beginning the lesson, identify the word or phrase that is central to the theme or purpose of the lesson.

³¹Leon Williamson, *Templates for Vocabulary, Paper Presented at the Ninth Meeting of the Western College Reading Association*, Tucson, AZ (ERIC Document #ED 123 589). Retrieved on November 10, 2019 at 9:17am from https://word_cluster_strategy.pdf.

2. Write the name or phrase on the chalkboard and ask students to name other words having meanings similar to that of the word or phrase.
3. Record all responses on the board in the order generated by students. Try to obtain up to 15 responses.
4. When, the desired number of responses has been obtained, ask students to organize the words into cluster, or group, that can be justified. A cluster is defined as a small, close group. Organize the cluster into a hierarchy to reflect word relationship.³²

b. Advantages of Using Word Cluster Strategy

According to Higginson & Phelan below some advantages of using Word Cluster strategy in teaching learning vocabulary:

- 1) Word cluster can help decrease the frustration in learning.
- 2) Word cluster is particularly useful in college developmental programs.
- 3) Word cluster can be used in teaching vocabulary, reading and writing.
- 4) Word cluster helps students develop organizational skills.
- 5) Word cluster enhance the students' ability to identify words appropriate in a given context and to choose the most effective word.³³

c. Disadvantages of Using Word Cluster Strategy

Below some disadvantages of using word cluster in teaching and learning vocabulary:

³²Katherine D. Wiesendanger, *Op. Cit.* p.37.

³³Bonnie Higginson & Peggy Phelan, *Op Cit*, p.178.

- 1) It needs time for students to think if the clue of word is rare to be heard.
- 2) The students often stuck in some words.
- 3) It requires good skill to think about words which relate to the keyword.
- 4) The preparation of teaching takes much times.³⁴

B. Scientific Approach (Student-centered)

Indonesia's Educational Curriculum has changed for several times as an attempt to improve its education quality. Some of the highlighted aspects in new curriculum are in the process of learning and aspects assessed which cover integrated attitudes (affective), skill (psychomotor), and knowledge (cognitive). These can be taught by using an approach in teaching-learning. General approach that uses by the teacher since upgraded curriculum 2013 is scientific approach.

According to Hosnan scientific approach in learning process means learning process which is organized to make learners actively construct concepts, laws, or principles through activities of observing, hypothesizing, collecting data, analyzing data, drawing conclusion, and communicating the concepts, laws, and principles found.³⁵ It means that the process of learning in scientific approach consists of observing, hypothesizing, collecting data, analyzing data, drawing conclusion, and communicating.

³⁴*Ibid.*

³⁵Hosnan, *Pendekatan Scientific dan Kontekstual dalam Pembelajaran Abad 21, Kunci Sukses Implementasi Kurikulum 2013*, (Bogor: Ghalia Indonesia), 2004,p.39.

Yunus states scientific approach is the main learning approach for all subject, including English in the 2013 curriculum.³⁶ It means that scientific approach is an approach which can be taught in all aspects of learning, including in English.

Scientific approach is “a more effective learning approach to reinforce students’ learning outcomes: learners is an active subject of learning or learner is subject of learning process”.³⁷ It is clear that scientific approach helps students to be more active. This approach makes students earn good learning outcome and reinforce students in learning

Indrilla states the student-centered approach means that the teacher puts the students as the subjects of learning. The teacher should focus on the students’ activities during the teaching and learning process and let them be active learners throughout the learning process, such as asking questions, building and exploring their knowledge, exchanging ideas, and having mutual interaction. Two types of approaches based on the student-centered approach are the scientific approach and contextual teaching and learning (CLT) approach.³⁸ It means that scientific approach is general approach, there must be specific method or strategy in teaching but still using this approach and follows the rules of this approach. One of those strategies is student-centered. It is where the student takes all activities in

³⁶Al Abidin Yunus, *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013*, (Bandung: PT.Refika Aditama), 2014,p.125.

³⁷Permendikbud, *Regulation of Minister of Education and Culture*, Standard of Primary and Secondary Education, 2013,No.68.

³⁸Nidya Indrilla, *The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Teaching Writing*, (Yogyakarta: Lingua Cultura, Vol.12 No.4, November), 2018,p.406.

learning which allows them to be more active. The teacher will just monitor them.

Based on the explanation above, the researcher concludes that learning using scientific approach provides a positive influence on teachers and students, because its learning refers to a scientific thinking process that trains systematic and holistic thinking. In learning through scientific approach also provides good attitude and behavior. It is good for the classroom environment.

1. Procedure of Scientific Approach (student-centered)

The stages of learning in scientific approach in the 2013 curriculum context generally are divided into five main steps as follows:

1) Observing

The teacher contextualized learning activity for students in the classroom.

2) Questioning

In this stage, the students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material.

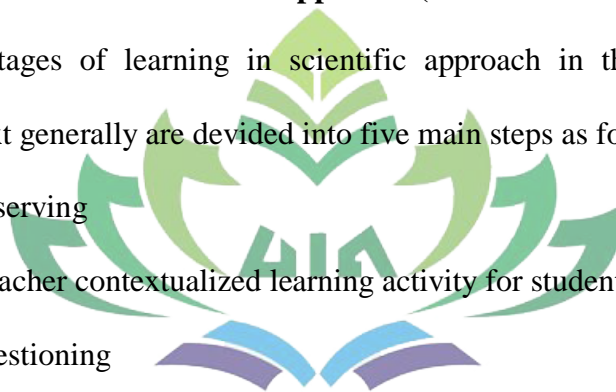
3) Experimenting

In this stage, students get real or authentic learning.

4) Associating

Students and teacher are engaged into learning activities such as text analyzing, and categorizing.

5) Communicating



Students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes.³⁹

There is another theory about the steps of teaching through scientific approach as students-centered that must be concerned by the teacher before they teach as follows:

1. The teacher allows students to share in decision making. (placing students at the center of their own learning requires their collaboration).
2. The teacher believes in students' capacity to lead (give the students chance to take charge of activities)
3. Recognize that students are reflections of us as learners (confidence rises as they understand how their existing expertise fits into the new concept being taught).
4. The teacher controlling students (support students taking the lead).⁴⁰

2. Advantage of Scientific Approach (student-centered)

Below some advantages of Scientific Approach (student-centered):

- 1) Students can do learning more independently.
- 2) It generates students interest.

³⁹Intan Siti Nugraha & Didi Suherdi, *Scientific Approach: An English Learning Teaching (ELT) Approach in the 2013 Curriculum*, (Indonesia University: Journal of English and Education), Vol.5 No.2, October), 2017,p.112-119.

⁴⁰Gloria Brown Wright, *Student-Centered Learning in Education*, (International Journal of Teaching and Learning: Volume 23, Number 3, 92-97 ISSN 1812-9129), 2011,p.93-94

- 3) It creates a fun learning environment.
- 4) It provides assessment of learning outcomes.
- 5) It creates competitive and cooperation.⁴¹

3. Disadvantage of Scientific Approach (student-centered)

Below some disadvantages of scientific approach (student-centered):

- 1) It pushes mental ability that not all students may able to follow.
- 2) It is a must for students to be creative in learning.
- 3) Students have to explore their mind on their ownself, it needs time.⁴²

C. Conceptual Framework

Vocabulary is a set or total number meaningful words that used by people as basic element of learning English. Vocabulary is an important part in learning English. It is hard for the students to write, speak a foreign language without having enough vocabulary knowledge. Therefore, vocabulary is a must to be learned by the students. The more they have enriched vocabulary, the more they will be easier in speaking or writing foreign language.

In mastering vocabulary, the students need to be taught effectively. Which means they need to remember and practice it everyday. At least write 2-3 words in each day. So that the students' knowledge of vocabulary will be increased day by day. If they are having enough

⁴¹Wahyono, *Implementation of Scientific Approach Based Learning to Think High Levels in State Senior High School in Ketapang*, (University Pendidikan Indonesia: International Journal of Education and Research Vol.5 No.8 August), 2017,p.222.

⁴²*Ibid.*

knowledge of vocabulary, they will not stuck in making sentence of English.

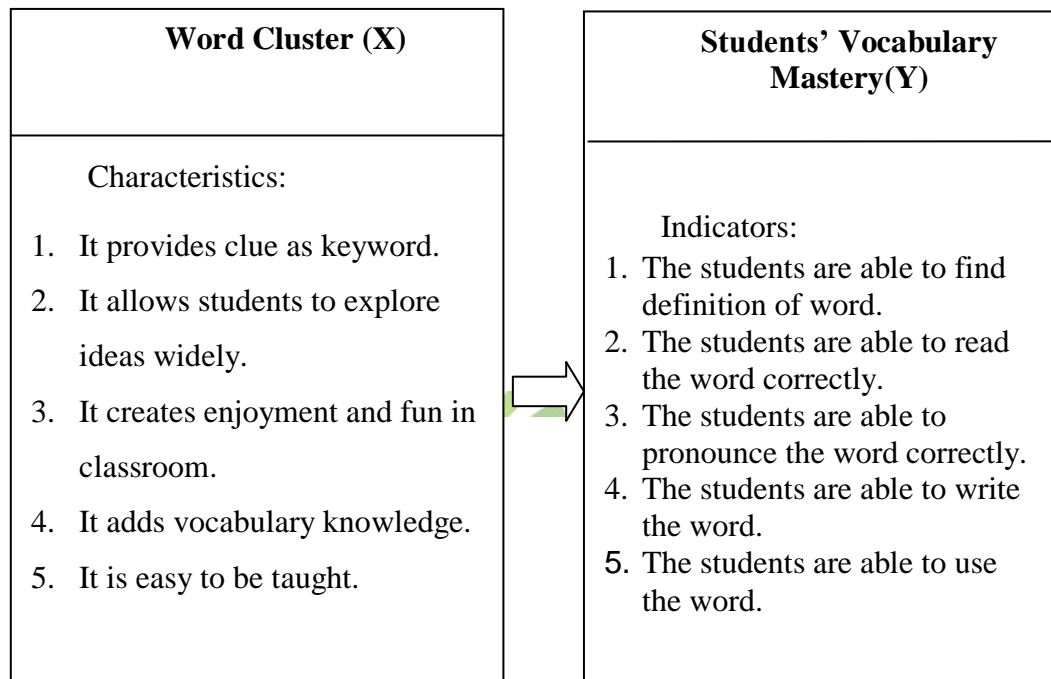
Mastering vocabulary means that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Teacher could help the students to mastery vocabulary by using strategy. The strategy that can be used in teaching and learning vocabulary is Word Cluster strategy. It is similar to the clustering technique, where the clustering technique and word cluster will be effective in teaching vocabulary because it provides keyword. Word Cluster is a strategy where the students will be given a keyword, then they will explore their mind to find another words based on the keyword given. For example the keyword is “*part of body*”. From this keyword the students then explore their idea related to part of body such as: *head, hand, eyes, mouth, nose, stomach, etc.*

By using Word Cluster strategy, the researcher believes that it will work out as well as previous studies because it is appropriate for students who face English as beginner. Through this strategy, the student’ vocabulary knowledge will be better which means they will explore their

mind to collect the words related to the keyword. It will work out well since the students allows to use dictionary in practicing their English.

The researcher schematized about the influence of Word Cluster strategy towards students' vocabulary mastery as follows:



D. The Hypothesis

Based on the theories and assumption above the researcher proposed the hypothesis as follows:

H_a : there was an influence of using word cluster strategy towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 19 Bandar Lampung in 2019/2020.

H_0 : there was no influence of using word cluster strategy towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 19 Bandar Lampung in 2019/2020.

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